



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
<b>EDLD 5370 ET5398</b>	<b>Educational Technology Leadership Internship</b>	<b>TF-VII: Procedures, Policies, Planning, and Budgeting for Technology Environments</b>

Description of the Assignment/Performance Tasks	ITSE Standard:
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> </ol>	<p><b>Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools.</b></p> <p>In chapter 7 of <i>ITSE's Technology Facilitation and Leadership Standards: What Every K-12 Leader should know and be able to do</i>, I learned that planning and implementing technology are two critical components in a technology leader's success (Williamson &amp; Redish, 2009, pp. 147-176). I also learned that forward momentum is developed and sustained when proper technical support is available. During PLCs, our campus addressed technology planning and implementation. We also collaborated on how to keep moving forward through the ever-changing field of education.</p> <p>Creating an action plan was a great learning experience, because it made me reflect upon the current needs on my campus and actions that I could take to assist my campus. The essentialness that a leader needs to constantly assess his/her campus' needs and effectively address those needs was a valuable learning concept in this internship. I took information from surveys that were administered through <a href="http://www.surveymonkey.com">www.surveymonkey.com</a>. The information that I gathered shaped many of our professional developments throughout the school year. As I began to plan these professional development activities, I learned how to "accurately project the amount of time required to complete a technology deployment" (Williamson &amp; Redish, 2009, p. 158).</p> <p>In order to carry out my action plan, I needed to become an effective leader that is actively involved with all stakeholders. An effective leader should know what is going on in the community,</p>

<p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>in classrooms, and on the campus. As a leader, I allowed time for new practices to mature. Elmore and City (2007) stated, "It takes time for these new practices to mature and become part of the working repertoire of teachers and administrators. Schools that are improving recognize and allow for this time and don't switch gears if they don't see immediate results on state tests" (p. 2).</p> <p>Forward momentum is developed when teachers get support and affirmation, so another thing that I implemented was Professional Learning Communities (PLCs) and peer coaching. According to the article "<i>Making the most of Professional Learning Communities</i>" by Jay McTighe, there are three recommended roles for members of a Professional Learning Community. These roles are critical friend, analyst of student work, and continuous learner. I believe PLCs and peer coaching helped my campus implement my action plan and Response to Intervention (RTI) strategies. I also provided technical support that was "consistent and reliable assistance for maintaining, renewing, and using technology" (Williamson &amp; Redish, 2009, p. 167). The technical support has also been a critical attribute to our forward momentum.</p> <p>As a lifelong learner, I want to continue my collaboration through PLCs. I think PLCs will allow our campus to continue our forward momentum. As a campus, we can face issues and challenges together. Our past interactions have often been inconsistent and lacked campus-wide implementation. I hope that my action plan has ignited a long-term passion for change and action research.</p> <p>Elmore, R. F., &amp; City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>, 23(3), 1-3.</p> <p>McTighe, J. (2008). Making the most of professional learning communities. <i>The Learning Principal</i>, 3(8), 1, 4-8.</p> <p>Williamson, J. &amp; Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 147-176.</p>
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